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CAREER DEVELOPMENT UNIT--JOB INTERVIEW.

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KENTUCKY UNIV., LEXINGTON, COLL. OF EDUCATION

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THIS 15- TO 20-DAY UNIT WAS DEVELOPED BY A SPECIALIST IN DISTRIBUTIVE EDUCATION FOR USE BY A QUALIFIED, HIGH SCHOOL, DISTRIBUTIVE EDUCATION TEACHER NEAR THE TIME THE STUDENTS WILL BE APPLYING FOR JOBS. THE MAJOR TEACHING OBJECTIVE IS TO DEVELOP IN THE STUDENTS THE EFFECTIVE ABILITY TO BE SUCCESSFUL ON A JOB INTERVIEW. THE SUBJECT MATTER TO BE TAUGHT, TEACHING-LEARNING ACTIVITIES, AND SUGGESTED REFERENCES AND INSTRUCTIONAL MATERIALS ARE GIVEN FOR THE SECTIONS--(1) UNDERSTANDING THE IMPORTANCE OF SELECTING THE RIGHT TYPE OF EMPLOYMENT, (2) UNDERSTANDING THE IMPORTANCE OF SELF-ANALYSIS AND ATTITUDE TOWARD WORK, (3) PREPARING FOR THE INTERVIEW, (4) EXHIBITING GOOD GROOMING AND PROPER DRESS FOR THE INTERVIEW, (5) KNOWING YOURSELF FOR THE INTERVIEW, (6) LOCATING SOURCES OF INFORMATION ON EMPLOYMENT OPPORTUNITIES, (7) USING, EFFECTIVELY, PRIOR TRAINING AND PREPARATIONS IN A JOB INTERVIEW, AND (8) IDENTIFYING QUESTIONS FREQUENTLY ASKED DURING EMPLOYMENT INTERVIEWS. (PS)

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CAREER DEVELOPMENT

UNIT: JOB INTERVIEW

Major Teaching Objective

To develop the effective ability to be successful on a job interview

Learnings (Competencies) To Be Developed

1. To understand the importance of selecting the right type of employment (career entry)
2. To understand the importance of self-analysis and attitude toward work
3. To prepare for the interview
4. To exhibit good grooming and proper dress for the interview
5. To know yourself for the interview
6. To locate sources of information on employment opportunities
7. To use effectively prior training and preparations in a job interview
8. To identify questions frequently asked during employment interviews

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CAREER DEVELOPMENT

UNIT: JOB INTERVIEW

Suggested Teaching Time

Number of class periods for group teaching:

In classroom	_____
Individualized instruction	_____
Outside classroom (at school).	_____
Field Trips (away from school)	_____
Total.	_____

Month(s) _____

Place of the Unit in the Course of Study

This teaching unit, "Job Interview," should help students prepare for interviews to secure employment. This unit deals with reactions to be expected during an interview. This unit emphasizes the necessity for proper dress, manners, and attitudes in securing employment. This unit should be dealt with after other career development units and before the unit, "What To Do On The Job." This unit should be taught at the end of the junior school year (if junior students do not co-op) or early in the school year if students are to have on-the-job training. If students do not co-op, the unit may be taught prior to graduation.

Suggestions for Introducing the Unit

Teachers may introduce this unit by giving the suggested "Quiz on Seeking Employment." This should show the students the many understandings that are required to secure employment. The results of the "Quiz" should enable each teacher to evaluate prior learnings that the students might have obtained.

In blocking out the unit, point out that its purpose is to enable each student to "sell one's self." Choosing a life's work is very important and extra care should be taken to ensure "getting started on the right foot." Just to secure employment should not be the primary purpose of the learnings (competencies) to be taught. The actual number of class periods required will depend upon the knowledge, understandings, and skills the students need to develop or secure.

Each student should set as his goal the securing of employment that will permit growth in his chosen career objective.

Learnings (Competencies) To Be Developed

1. To understand the importance of selecting the right type of employment (career entry)

- a. Many students, lacking in maturity, knowledge and understanding, often begin a life's work in the wrong direction. Until approximately age twenty-seven, many young people float from job to job. Other young people obtain jobs which offer little room for growth and advancement. Business and industry need (and are searching for) young people who are willing to work and advance in their chosen career objectives.
- b. Young people need to establish career objectives and to strive to obtain employment which will provide steps to satisfy these objectives. The period between ages 17 and 27, if properly utilized in good job growth, will provide greater security in one's latter life.
- c. To secure employment primarily for spending money often results in frustration and wasted years. Likewise, moving from job to job in order to secure more per hour may result finally in an unstable employment record and eventual failure.
- d. It is often better to start at a lower rate of pay and end with larger pay checks than to start with the highest available paying job and end with only slight advancements in salary. The students may well ask themselves, "Is it better to start little and end big than to start middling and end middling?" (Taken from "A Future with G. C. Murphy Company")
- e. Education and training for one's life work are important. Most businesses and industries will continue to hire the high-school graduates. One might ask why? High-school graduates provide the biggest and the youngest work force in the United States. Also, a large majority of the high-school graduates will not immediately attend college. High-school graduates, unable to attend college, provide a work force that is easier to teach and train. This force often replaces the lack of more formal training with more enthusiasm for on-the-job training. Since such employees learn from the ground up, they become better indoctrinated with the policies of "their company."
- f. Students must learn the dignity of work. Good work habits will overcome the impressions of undependability in lack of maturity, irresponsibility, carelessness, ill-manneredness, and lack of understanding which many persons attach to young people.
- g. Securing the right job could be the most important event in the young person's life. Decisions in career objectives often determine the entire future course of a person's life. A young person has one thing, "his services," to sell. He must be accomplished in selling these services. The better prepared he is, the better chance he will have to enter his chosen career.

Summary

- a. Each student has something to sell. This something is himself, and the services that he has the capability to provide. Because of immaturity, the high-school student or graduate cannot draw upon large amounts of work experiences. To secure employment, the student must be willing to work and learn.
- b. To start in the right direction toward one's life work, careful consideration and planning should be done to determine what goals and objectives are obtainable. It has often been stated

that, "We are in fact the end result of what we think, and what we think is the result of our short and long range goals and objectives." The student must believe he can secure employment in his chosen career before he will be able to secure it.

- c. Employment, as such, or the money to be received should not be the determining factors in securing work. Employment should provide the means by which one can reach the lofty heights of job security and happiness.

Suggested Teaching-Learning Activities

- a. Even though the students should have established their career objectives in prior class work in career development, a short discussion on "what is the best career for me?" will emphasize the importance of selecting the right job (career entry).
- b. The record "Personal Motivatism" by Paul J. Meyer could be used to instill the confidence needed for job success.

Suggested References and Instructional Materials

- a. Reference
 - Retailing Principles and Practices, p. 54
 - Fundamentals of Selling, p. 537
 - "A Future With G. C. Murphy Company"
 - "Making the Most of Your Job Interview"
- b. Record -- "Personal Motivation"

2. To understand the importance of self-analysis and attitude toward work

- a. Choosing one's life work is not a simple matter. Many people determine a liking or disliking for a certain job only after working at it for months or even years. A proven formula that will allow one to choose wisely does not exist. A comprehensive knowledge of one's self and of one's abilities and capabilities will provide valuable tools in determining suitable career objectives.
- b. Personal self-analysis must be undertaken. This self-analysis must not include only one's strong qualifications but must consider also his weaker points. A person must understand himself before he can secure the job for which he is best suited.
- c. People need interesting and challenging work. Work for many people is arduous and boring. There is satisfaction in most jobs. The person performing a job makes it less interesting and less challenging. Employees are paid for accomplishments on a job, not for knowledge of how the job might best be performed. Job dissatisfaction becomes a reality when one does not strive for the superb accomplishments that most jobs demand. Mediocrity breeds job dissatisfaction.
- d. Persons applying for jobs sell themselves and the services they can provide. Selling one's self for a job that will be interesting and challenging is the most important selling that a person will do. (See "Job Hunting Is a Sales Campaign", copy

enclosed with this unit.)

- e. Persons seeking employment should investigate the qualifications required of a job and for job advancement. The person seeking employment should compare the job qualifications with his own qualifications. This self-analysis should determine job suitability.

Summary

- a. Attitudes are developed. If a person adequately investigates job opportunities and objectively analyzes his qualifications in light of the job's requirements, he is more likely to secure job happiness. Enthusiasm for one's work can be better developed if one takes pride in his accomplishments.
- b. Selling one's services is important, but selling one's services where opportunities exist for future job growth and advancement is of greater importance. Success is often based not only on abilities and performance but also on the attitude one shows toward his work.

Suggested Teaching-Learning Activities

- a. Have students prepare a "Sales Personality Balance Sheet" as shown on page 540 of Fundamentals of Selling or an "Inventory List" as described on pages 210-212 of Business Behavior.
- b. Have students take the "Self-Analysis Rating Scale" quiz on pages 24-25 of Business Behavior.

Suggested References and Instructional Materials

- a. References
Business Behavior, pp. 209-213
Retail Merchandising, pp. 572-584
Fundamentals of Selling, pp. 538-540
- b. Handout -- "Job Hunting Is a Sales Campaign"

3. To prepare for the interview

- a. When applying for a job, a person must face the law of supply and demand. If the supply of workers with needed skills is large, an employer can be more selective. If the requirements for skilled persons exceed the number of available workers, the workers can be more selective. The high-school student or graduate, having fewer specialized skills to offer, must reflect an interest in the job and the willingness to work.
- b. The high-school student or graduate does have experiences and training which are salable commodities. These salable commodities must be organized so they can be presented effectively to future employers. A means of organizing them is the personal resume or data sheet. Information which a resume or data sheet should

contain is attached at the end of this unit. (See "What The Resume Or Data Folder Should Contain" and "Adding Up Your Assets.")

- c. A well-prepared resume or data sheet, especially one with a recent photograph, will create a favorable impression when presented to a prospective employer. A file copy of the resume or data sheet should be kept up to date during the working life of an individual.
- d. There are many preparations which should be accomplished prior to an interview. The New York Life Insurance Company has a pamphlet, "Making The Most of Your Job Interview" (copy enclosed with this unit) which contains many good suggestions. The attached "Do's and Don'ts for Job Seekers" also lists items which should be understood before applying for a job.
- e. Three traits important in locating employment are foresight, thoroughness, and self-judgment. Foresight to plan will pay dividends. Thoroughness in exploring all employment opportunities will provide better job security and happiness. Self-judgment in analyzing one's abilities, qualities, and capabilities, in comparison to things required in the position sought, will secure job success.

Summary

- a. To secure the best suitable employment requires a sales campaign. Any campaign should be planned before execution. To secure the best available employment a person should consider all available information, search for additional information, make prior preparations, and know himself and his qualifications.
- b. Regardless of the supply and demand factor, the person who has the desire to secure employment and who can reflect a willingness to work will be most likely to secure employment. A person must play the percentage and not expect to secure employment in every position applied for. Persistence, however, will provide success.

Suggested Teaching-Learning Activities

- a. Have students develop a folder containing handouts and other information on securing employment.
- b. Have each student prepare a resume or data sheet for the folder.

Suggested References and Instructional Materials

- a. References
 - Retail Merchandising pp. 574-584
 - Business Behavior, pp. 213-233
 - Fundamentals of Selling, pp. 540-546
 - Retailing Principles and Practices, pp. 54-58
 - "Making The Most of Your Job Interview"
- b. Handouts
 - "Adding Up Your Assets"

"Do's and Don'ts for Job Seekers"
"What the Resume or Data Folder Should Contain"

4. To exhibit good grooming and proper dress for the interview

- a. Dress requirements vary with the type of position sought. One factor to be remembered is that first judgement of the applicant's appearance will often direct the course an interview will follow. Dress should be appropriate for the position applied for. Dress should not be exaggerated.
- b. Unless prior research dictates otherwise, dress should be conservative. Darker fashionable outer clothing (suits and dresses) is more appropriate. Ordinarily, a male should wear a suit. Accessories should complement outer clothing, not contrast with it. Shoes should be cleaned and well polished. Spotless white blouses (if required) and shirts are best. Usually sport clothes of any type are not proper.
- c. Clothing should be immaculately clean and pressed. Clothing should not be in need of repairs. If possible, clothing that has not been worn since it was cleaned should be worn.
- d. A person should dress the part. A person should not dress as if he or she were going to a fancy party or wedding. Too little jewelry is better than too much.
- e. There are no excuses for poor grooming. Grooming should be perfect. Females should use cosmetics conservatively and have a neat hair style. Males should have a fresh haircut and should watch for dandruff fallout on clothing. Fingernails should be clean and neatly trimmed. Females should not wear fingernail polish that clashes with dress. Males should be freshly shaven.
- f. Cologne and after-shave lotion should be used sparingly. If hands are used in applying, they should be washed afterward so the scent will not transfer when shaking hands. A good effective deodorant (in addition to a fresh bath) and a mouthwash should be used. Teeth should be cleaned.

Summary

- a. Suitable dress and grooming for an interview are very important. First impressions are often lasting impressions. The short time each applicant spends with an interviewer is often the only opportunity the applicant has of making a favorable impression.
- b. Care should be taken to ensure no details of dress and grooming are overlooked. Applicants should allow themselves ample time to prepare for interviews.

Suggested Teaching-Learning Activities

- a. Have students come to school dressed appropriately for a job interview. Ask members of the class to rate each other. Care should be taken to see that no student is embarrassed.

- b. Male students could be assigned the task of developing a list of things to accomplish for proper dress and grooming. Female students could do likewise.

Suggested References and Instructional Materials

- a. References
 - Business Behavior, p. 238
 - Retailing Principles and Practices, . . 59
 - o Fundamentals of Selling, p. 547
 - "Making the Most of Your Job Interview"
- b. Handout
 - "Proper Appearances For A Female On An Interview"

5. To know yourself for the interview

- a. Students may well ask themselves questions such as: Is my voice favorable? Do I use correct Engl. .? Is my posture good? Do I use foresight and plan ahead? Am I thorough in my work? Do I use sound judgement? Am I self sensitive? Am I emotional? Am I nervous when I meet important people? Do I become tense when placed in a strange position? Do I lack tact? Do I ask intelligent questions? Do I listen? Do I blush easily? Am I blustering? Do I have nervous gestures or mannerisms? These questions and many other factors should be considered by the person who is preparing for an interview.
- b. An applicant should not let his faults lead to a nervous and tense condition before the interview. One should analyze his faults and unacceptable traits. Efforts should be taken to correct them.

Summary

- a. Self-judgement to discover faults and a trait-training program should be the goal of each person seeking employment. Little things often prevent a person from securing the better position.
- b. Close friends or relatives may provide information on faults or unacceptable traits. Care should be taken to get responses that are not given in jest.

Suggested Teaching-Learning Activities

Using the scale (plus as very good, check as average, and minus as poor) have the students rate themselves on the following qualities: reliability, good nature, honesty, manners, poise, concentration, leadership, intelligence, and accuracy. Have each student then rate three other students honestly. Have each student compare his own score with the scores of the other three. If the student's score is lower than his own rating, he will need to work on this quality.

Suggested References and Instructional Materials

References

Business Behavior, pp. 228-233

"Making the Most of Your Job Interview"

Retailing Principles and Practices, pp. 47-53

Retail Merchandising, pp. 572-584

6. To locate sources of information on employment opportunities

- a. There are many sources of employment information. Some sources are described in "Ways to Look For a Job" which is attached to this unit.
- b. Students may prefer to contact companies with which they are more familiar. These students should make a list of prospective employers. Each student should list his reasons for preferring to work for each employer. After establishing priorities, each student should establish plans for contacting prospective employers which he considers most likely to offer employment opportunities to him.
- c. Research should be made on any company for which the applicant secures or attempts to secure an employment interview. Libraries have a number of publications that supply information about companies. Brokerage offices, Chambers of Commerce, and Better Business Bureaus are other sources. Employees of a company can also provide information. Applicants should carefully consider all information to eliminate any bias or prejudice that might be involved.

Summary

Plans for seeking employment should be formulated. Research will pay dividends. Information concerning wages, hours, working conditions, advancement opportunities, and types of positions that might be available can be obtained. Prospective employees should seek this information so that they might better secure the interviewer's interest.

Suggested Teaching-Learning Activities

- a. Have each student prepare a list of the companies from which he would prefer to secure employment.
- b. Have each student state his reasons for his choices.
- c. Have each student make a study of a company.

Suggested References and Instructional Materials

a. References

Business Behavior, pp. 213-216

Retail Merchandising, pp. 585-589

Retailing Principles and Practices, pp. 54-58

Fundamentals of Selling, pp. 543-545

"Making the Most of Your Job Interview"

- b. Handout
"Ways to Look for a Job"

7. To use effectively prior training and preparation in a job interview

- a. Many interviewers will hire a person if he thinks the person has something to offer and will fit into the organization. Each applicant must first prove that he has something to offer. An applicant should not worry about an interview. He should concentrate on the means to prove himself and not the end of an interview.
- b. If possible, the applicant should secure the name of the interviewer and should make an appointment. He should allow ample time to arrive at the place for the interview. He should always go to an interview alone.
- c. Upon reaching the reception room or employment office, the applicant should give his name, his time of appointment, and, if known, the name of the interviewer. He should not bother or interfere with anyone or anything till the interviewer is ready to see him.
- d. If the name of the interviewer is known, he should be greeted by name. The applicant should (in his most natural voice and manner) introduce himself (should not use a title such as Mr. or Miss nor include middle name), tell briefly why he is there and for what job (or jobs) he is applying for. The applicant may at this point present his resume or data sheet.
- e. The interviewer should be allowed to take the lead in the conversation. The applicant should supply only the information requested but should answer all questions honestly and as specific as possible without hesitation. The applicant should not offer his hand unless the interviewer moves to shake hands. The applicant should be offered a chair before sitting down.
- f. The interviewer may request the applicant to fill out an application blank before proceeding with the interview. The applicant should not hurry but should take enough time to read each item carefully. He should note carefully how the application should be filled out. The attached "How to Fill Out an Application Blank" lists some items which should be done when filling out an application blank.
- g. Applicants may be requested to take tests that are applicable to the job. An applicant should bring a sharp pencil and a pen that writes neatly. The applicant should be sure that the pen's ink supply is sufficient. A small note pad should also be taken.
- h. Preparation for job interviews counts. Job interview rehearsals will pay dividends. What to say first, what to do with belongings (outer coats, boots or other paraphernalia), what can be done for a specific company, how to react to questions, how to avoid becoming nervous or tense, and how to explain your objectives are items which should be thought out in advance. No two interviews will proceed in the same direction.
- i. The New York Life Insurance Company has published a pamphlet "Making The Most Of Your Job Interview" which explains in detail what can be expected on an interview.

Summary

The applicant should resolve to do his best and think about the interview in progress rather than the future. Many things that might occur in an interview can be anticipated. Preparations should be made for these things. Extra care should be taken when filling out application blanks. Applicants should practice with others before the job interview. The applicant should be positive in answering questions. The applicant must create a desire for his services.

Suggested Teaching-Learning Activities

- a. Have students practice interviewing. If possible have a guest interviewer for this practice. Use the job interview rating sheet in DECA Official Handbook
- b. Arrange for students to have practice interviews at some local companies. Discuss reports of performance with each student.
- c. Give tests similar to tests that students might be asked to take when applying for jobs.

Suggested References and Instructional Materials

- a. References
Business Behavior, pp. 237-238, 240-245
Retail Merchandising, pp. 590-595
Fundamentals of Selling, pp. 545-547, 550-553
"Making the Most of Your Job Interview"
Official Handbook, Distributive Education Clubs of America
- b. Handouts
"How to Fill Out an Application Blank"
"How to Act During Your Interview"

8. To identify questions frequently asked during employment interviews

- a. Frank S. Endicott, Director of Placement, Northwestern University has listed ninety-four questions frequently asked during employment interviews. These questions are contained in the pamphlet "Making the Most of Your Job Interview" published by New York Life Insurance Company. Applicants should think out answers to these questions.
- b. Some interviewers may ask controversial questions. The applicant should be aware of this type of questioning, remain calm, and give mild straightforward answers. He should never become argumentative.
- c. Other questions to beware of involve those concerning previous employers. The applicant should not downgrade his former employers.
- d. Matters of salary and benefits should not be brought up too soon in an interview. If questioned on salary, the applicant should be frank. He should not misrepresent facts nor be egotistical about previous salaries or offers.

Summary

- a. Job applicants should not become emotionally involved when questioned on controversial subjects or about former employers. Interviewers may ask questions on a number of subjects. The applicant should realize that the interviewer is attempting to secure true lifelike reactions from the applicant. The applicant should strive to be his natural self.
- b. Since the interviewer is only trying to determine what the applicant can do for the company, it is better for the applicant to emphasize his abilities and skills, his knowledge of the work required, and his interest in the field.

Suggested Teaching-Learning Activities

- a. Have students react to questions they might be asked during an interview.
- b. Have students answer questions concerning the rate of pay for different jobs.

Suggested References and Instructional Materials

- a. References
Business Behavior, pp. 244-247
Fundamentals of Selling, pp. 552-553
Retail Merchandising, pp. 593-594
Retail Principles and Practices, pp. 28-41, 43-60
"Making the Most of Your Job Interview"
- b. Handout
"Questions You May Be Asked"

Evaluating the Unit

This unit should be evaluated in terms of the skills, attitudes, and understandings the students develop of job interviews and employment secured by the students.

If employment is not the main objective at the time this unit is presented, the unit may be evaluated with the class or through mock interviews and tests.

The Instructional Materials Laboratory, Division of Vocational Education, College of Education, University of Kentucky would appreciate suggestions by teachers for improving the unit.

REFERENCES

Books

- Business Behavior, Third edition, Russon (South-Western Publishing Co., Cincinnati, Ohio--1964), 304 pp.
- Fundamentals of Selling, Eighth edition, Wingate and Nolan (South-Western Publishing Co., Cincinnati, Ohio--1964) 556 pp.
- Retail Merchandising, Sixth edition, Wingate and Weiner (South-Western Publishing Co., Cincinnati, Ohio--1963), 604 pp.
- Retailing Principles and Practices, Fourth edition, Richert, Meyer, and Haines (Gregg Division, McGraw-Hill Book Company, Inc., New York --1962) 498 pp.
- Official Handbook, Distributive Education Clubs of America, (Distributive Education Clubs of America, Inc., Washington, D. C.,--1964).

Pamphlets

- "A Future With G. C. Murphy Company," (G. C. Murphy Company, McKeesport, Pennsylvania)
- "Making The Most of Your Job Interview," (New York Life Insurance Company)

Handouts

As listed with the learnings

QUIZ ON SEEKING EMPLOYMENT -- #1

Directions: Check your answer to each of the following questions

1. When one seeks employment, is he engaging in a form of selling? Yes ☐ No ☐
2. Does a large percentage of those who apply for positions often lack facts about themselves? Yes ☐ No ☐
3. Are broad, general statements about one's qualifications desirable in making a positive approach? Yes ☐ No ☐
4. In making a self-appraisal of one's qualifications, he should list only his strong factors? Yes ☐ No ☐
5. Does the preparation of a personal resume aid one in organizing information about his qualifications? Yes ☐ No ☐
6. Should one have in mind a specific job objective when applying for a position? Yes ☐ No ☐
7. Should an applicant be ready to supply the prospective employer with information about the schools attended? Yes ☐ No ☐
8. Do employers usually have little interest in the grades a job applicant received while in school? Yes ☐ No ☐
9. Are most employers interested in the nonacademic school activities of applicant? Yes ☐ No ☐
10. When applying for a job, is it usually desirable to omit telling about part-time jobs of short duration? Yes ☐ No ☐
11. Should a job applicant give a person's name as a reference without getting that person's permission? Yes ☐ No ☐
12. Is it desirable for the job applicant to get acquainted with some prospective employers while still in school? Yes ☐ No ☐
13. Are most companies interested in referrals of potential future employees by their present employees? Yes ☐ No ☐
14. Is a certain amount of persistence usually necessary in applying for a job? Yes ☐ No ☐
15. In general, is it desirable for a person to apply for a job with companies located near his home? Yes ☐ No ☐
16. Is the use of a "job-wanted" advertisement in a newspaper generally desirable for an inexperienced person? Yes ☐ No ☐
17. Do most schools and colleges provide some assistance in helping their graduates find jobs? Yes ☐ No ☐
18. Should a letter of application include a request for an interview? Yes ☐ No ☐
19. Does one have a better opportunity to get a job if he applies personally than if he depends on a letter of application? Yes ☐ No ☐
20. Is the use of correct English important when one is applying for a job? Yes ☐ No ☐
21. When applying for a job, should one avoid use of the "you attitude" that is used in selling merchandise? Yes ☐ No ☐
22. Are letters of recommendation carried by applicants and addressed "To Whom It May Concern" of great value? Yes ☐ No ☐
23. Is it usually desirable to enclose a stamped and addressed envelope with a letter of application? Yes ☐ No ☐
24. Do most companies require job candidates to pass a physical examination before employing them? Yes ☐ No ☐
25. Should one secure a social security card before seeking employment? Yes ☐ No ☐

QUIZ ON SEEKING EMPLOYMENT -- #2

Directions: In each of the following statements, select the word (or group of words) that best completes the statement. Write the letter corresponding to the word (or group of words) selected in the answer column.

Answer

1. For a job to be satisfactory for the average individual, it should be (A) interesting, (B) challenging, (C) both interesting and challenging _____
2. When the employer asks the job applicant "What can you do?", it indicates that the employer is interested in the applicant's (A) broad overall knowledge and abilities, (B) specific skills, (C) physical fitness _____
3. Of the following persons, the one most likely to be the best reference for you when applying for a job is a (A) neighbor for several years, (B) relative who is a well-known businessman, (C) friend of the family, (D) businessman for whom you have worked _____
4. If a company has an employment office, one seeking employment as a salesman should call on the person at the (A) employment office, (B) president's office, (C) office of the sales manager, (D) office of the general manager _____
5. When making a written application for a job, one should (A) include all pertinent information in a letter, (B) include all pertinent information in the form of a personal data sheet, (C) write a letter of application and also prepare a personal data sheet to enclose with the letter. _____
6. The type of clothing generally recommended to be worn when applying for a position is (A) modern sports clothes, (B) party clothes with the different items complementing each other, (C) clothes suitable for business wear _____
7. In your approach to a prospective employer in his office, you should, (A) offer to shake hands, (B) stand until he asks you to be seated, (C) noisily clear your throat to get him to recognize you, (D) greet him with a humorous remark _____
8. In the case of a personal interview, it is usually desirable that you (A) voluntarily tell the employer what salary you wish, (B) show great concern about your beginning salary, (C) let the employer tell you what the job will pay _____
9. When discussing a previous job which did not work out one should (A) blame the former employer, (B) suggest that at least some of the blame must have been your own, (C) refuse to discuss the situation _____
10. After the job interview is complete the interviewee should (A) attempt to flatter the interviewer, (B) thank the interviewer for his time and consideration, (C) be sure and tell one more story _____

JOB HUNTING IS A SALES CAMPAIGN

Getting the right job requires a sales campaign. You are marketing your services. Sales managers have learned through long experience that certain definite steps are involved in marketing a product.

1. You must know the product you're trying to sell - in this instance your qualifications.
2. You must become familiar with the market - in this case possible employers who may need your service.
3. You must locate employers who have vacancies for people with your qualifications.
4. You must sell yourself to the employer as the applicant best qualified for the job.
5. You must tactfully follow up the employment interview until either you have the job or you know that you have not been selected for it.
6. You must recognize the percentages and not expect to get every position for which you apply. If you make enough contacts, sooner or later you will make the sale and get the job you want.
7. After obtaining the job, if it is a permanent one and in keeping with your career plans, think in terms of promotions. Prepare yourself for greater responsibilities and more important duties by doing more than the job requires.

WHAT THE RESUME OR DATA FOLDER SHOULD CONTAIN

A resume or data sheet should consist of a minimum number of pages, neatly typed or written in ink and should contain the following information:

1. Name, sex, age, height, weight, address and telephone number
2. Social security number, marital and military status
3. Parents' and/or guardian's names, sexes, ages, addresses, telephone numbers, occupations, places of employment and whether deceased
4. Names, ages, sexes of brothers and sisters
5. Educational background, including the names and addresses of all schools attended, years in which entered and in which graduated, courses of study and major subjects, and grade averages for courses relating to career objective or job applied for
6. Work experience, including descriptions of any part or full-time employment, names and addresses of employers, dates of employment, names and addresses of immediate supervisors, and starting and ending salaries or rates of pay
7. Extra-curricular activities, including school and community clubs and programs in which participated, and any offices held or honors received
8. Leisure-time activities and interests, including hobbies and sports
9. A list of references, including teachers, former employers, adult friends, and community leaders (this list should include only individuals whom it is felt certain would be willing to make adequate recommendations concerning work performance, scholarship and character). This list should show full names, titles, addresses, telephone numbers and if possible occupations and places of employment.
10. Although not necessary, it is a good idea to clip or paste a small recent photograph of self to presentation

Two copies of this presentation should be taken to each job interview. One copy is to be left with interviewer, if he desires a copy. One copy is to be used as a reference when filling out application blanks

ADDING UP YOUR ASSETS

What do you have to offer? The following suggestions will help you add up your vocational assets as you prepare to get the job you want.

1. What special vocational training (such as auto repair, drafting, retail selling, shop, home economics, typing, welding, shorthand) have you had? How does this training fit with the job you desire?
2. What work experience have you had, as either a volunteer or a paid worker? Don't forget part-time and summer work. Many employers have tremendous respect for the boy who has had the initiative and persistence to carry a paper route or the girl who has been baby sitting for a period of time. Even definite work responsibility in the home or in dad's place of business is worth mentioning.
3. In what school subjects did you have the most interest and make the best grades? Your employer will be interested in whether you have the interests and aptitudes that are important in the job he is trying to fill.
4. What are your hobbies? In what school and community activities have you participated? In which of these did you assume leadership? Leadership may or may not be important, depending on the type of job for which you apply. The employer will be interested in your leisure-time interests, for they will indicate your basic vocational interests and your aptitudes.
5. What are your career plans? What would you like to be doing two years from now, five years from now, ten years from now? These are not easy questions. Many young people merely want a job and have not thought much beyond that point. They do not impress prospective employers, who look for young people with ambition and vocational goals. If you have long-range career plans, be prepared to state them. Employers are favorably impressed by young people who know the general direction in which they wish to go and regard the immediate job as one step on the vocational ladder.

In addition to the five types of information listed, prospective employers will be interested in two additional factors: your character and personality.

An employer is usually interested in giving you a job for one of five reasons:

1. The discharge of an employee
2. The promotion or shifting of an employee to new position
3. The resignation of an employee

4. Illness, accident, or some other unexpected development that creates a temporary opening
5. Increased business or changes in operations that requires the creation of a new position

In four of these situations the employer is seeking a new employee for an old position. Consciously or unconsciously, he is comparing you with the person who formerly held the job. If that worker was a good one, the employer will be looking for similar traits in you. How you measure up is likely to be the deciding factor in your employment.

DOs and DON'Ts for job seekers-----A GUIDE FOR EMPLOYEES

DOs	DON'Ts
DO stress your qualifications and abilities for the job opening. Arrange this knowledge in your mind so that you can present it briefly and clearly.	DON'T keep stressing your need for a job.
DO recount experience you have had which would fit you for the job.	DON'T discuss past experience which has no application to the job situation.
DO talk and think, so far as possible, about the future rather than the past.	DON'T chew gum or smoke while being interviewed unless invited to do so.
DO indicate where possible, your stability, attendance record and good safety experience.	DON'T apologize for your age.
DO remember that mature employees are more capable, more dependable, more trainable, more careful and steady. Be mature.	DON'T lean all over or sit on the corner of an interviewer's desk.
DO try to learn ahead of time about the company and its products.	DON'T be untidy in appearance.
DO use good English. Speak enthusiastically, distinctly, and clearly.	DON'T display "cocksureness."
DO assume an air of confidence.	DON'T cringe or beg for consideration.
DO address the interviewer by his or her proper name and be sure to pronounce it correctly.	DON'T attempt to read or pick up any personal papers.
DO approach the employer with respectful dignity.	DON'T speak with muffled voice or indistinctly.
DO try to be optimistic in your attitude. Think right, think positive.	DON'T be one of those who can do anything.
DO be a good listener. Do not try to do all the talking.	DON'T criticize or abuse former employers or associates.
DO maintain your poise and self-control.	DON'T hedge in answering questions.
	DON'T express your ideas on compensation, hours, etc. early in the interview.
	DON'T carry a newspaper turned to "help wanted" ads.
	DON'T hesitate to fill application, give references, take physical examination or tests on request.

DOs	DON'Ts
DO try to overcome nervousness or shortness of breath. (It helps to take a deep breath.)	DON'T discuss personal, domestic, or financial problems
DO be as gracious as possible to reception clerk, secretaries, etc. They may help you secure the position.	DON'T hang around, prolonging the interview, when it should be over.
DO hold yourself erect.	DON'T go to an interview without a record of your former work connections.
DO be polite and courteous.	DON'T arrive late and breathless for the interview.
DO apply for a specific job or jobs.	DON'T be a "know it all" or a person who can't take instructions
DO answer questions honestly and with straight forwardness.	DON'T argue with nor contradict an interviewer.
DO stress the contribution you can make to the enterprise.	DON'T depend upon the telephone for your job.
DO have available a list of former employers, time and period of service, wages received, exact nature of work, and reasons for leaving.	DON'T isolate yourself from contacts who might help you find a job.
DO apply for the job in person and alone.	DON'T FEEL THAT THE WORLD OWES YOU A LIVING.
DO let as many people as possible know you are "job hunting."	DON'T yawn or slouch in your chair while being interviewed.
DO know the importance of getting along with people.	DON'T assume an ungraceful or careless posture while being interviewed.
DO recognize your limitations.	DON'T make claims if you cannot "deliver" on the job.
DO be well-groomed and appropriately dressed. Make a presentable appearance.	DON'T display a feeling of inferiority.
DO try to use "you, your," rather than "I, me, my, mine "	DON'T pretend to be something you are not.
DO smile (if you can do so naturally).	DON'T be too serious.
DO look the interviewer in the eye.	DON'T act shy, nervous, embarrassed, or impatient
DO keep every interview appointment to the minute.	DON'T use nervous gestures or mannerisms.
DO look for "work," not a position or just a job	DON'T become discouraged, deliberately seek interviews so as to get practice

PROPER APPEARANCE FOR A FEMALE ON AN INTERVIEW

What is an interview?

A formal consultation usually to evaluate the aptitude, training or progress of a student or prospective employee.

a. Cleanliness

1. Hair should be worn in a neat style. Avoid extreme styles and matty look caused by excessive use of hair sprays. Hair should be shiny and clean.
2. Make-up should be carefully applied and fresh. Avoid excessive use, such as eye shadow, thick mascara, heavy rouge, etc. Make sure your lipstick is straight and pick a color that is becoming rather than brassy.
3. A small amount of a fresh cologne is fine. Avoid heavy use.
4. Hands and nails should be clean. Your nails should be a sensible length and neatly shaped. If polish is worn, choose a becoming shade, preferably to match your lipstick

b. Clothes

1. Choose a small and neat hat. Avoid large gawdy hats with big flowers or extreme veils.
2. A plain neatly tailored dress or suit is always acceptable. Be sure it is always pressed and clean. All buttons should be on.
No safety pins please
3. Hose should be clean and well fitting. Avoid choosing colors and designs. If seams are worn, make sure they are kept straight.
No runners please
4. Shoes should be clean and neatly polished. Heels should not be run down. Avoid extreme heels.
5. A neat, clean purse is a must. Have pencil and pad etc. handy so you do not have to dig and keep your interviewer waiting.
6. Your gloves should be neat and clean.
7. Avoid dangling pins, earrings, bracelets, etc. Avoid cheap brassy styles. Do not wear an excess of any jewelry.
8. You should above all be neat and clean. Be extremely careful to avoid body odor. Always use a good deoderant. This is a must for everyone. Make sure teeth are clean and breath is sweet.
Remember you are first judged by your appearance.

During the interview

When you have an appointment for an interview, always be on time. A late start is a poor start.

Enter into the interview with confidence. Your attitude should be "What do I have to offer the company," not "What can the company offer me."

During the interview, listen. Give your interviewer your full attention. Answer the questions pleasantly and honestly. Try to know something ahead of time about the company so you can ask intelligent questions of the interviewer. Show your interviewer you are interested and willing to work, but do not press a company for an employment offer immediately. It is just as bad to appear too eager as it is to appear indifferent.

Company benefits, salary etc. should be brought up first by the interviewer for discussion.

Remember to sell yourself. Be alert, pleasant, honest, and responsive at all times.

WAYS TO LOOK FOR A JOB

1. Tips from friends and relatives

Tips from friends and relatives open more doors to more jobs than any other single means. Approximately half of all jobs are secured in this manner. So let it be known that you are looking for employment.

2. Personal application

"Cold canvassing" involves plenty of pavement pounding, driving or bus riding, doorbell ringing, and reception room waiting. "Cold canvassing" is the second best job-hunting method. Do not start out cold. Make some plans. Use directories (such as the telephone directory) to look up possible sources of employment before starting out. By canvassing all possible sources of employment within a district or section, much time and walking can be eliminated.

3. Former Employers

Former favorable work records provide good recommendations. Former employers, because of their contacts within the business circles, often learn of employment opportunities. These employers are usually willing to recommend good former employees.

4. Employment agencies

Employment may be secured through public and private employment agencies. Each state maintains employment offices in a number of cities and towns within the state. Employers often list employment opportunities with these offices. Private employment agencies are located in the larger cities. Often a fee must be paid for employment secured through private employment agencies.

5. Newspaper help-wanted or situation-wanted ads

Many employment opportunities are listed daily in the help-wanted columns of local newspapers or trade magazines. Many such ads require a letter of application and often a resume. Situation-wanted ads must be placed by the individual seeking employment. Situation-wanted ads are not a good method for a beginner.

6. Unions

Some labor unions maintain hiring halls and provide information on employment opportunities.

7. Government personnel offices

The federal civil service, state civil service, and local municipalities maintain employment offices. These offices are often located within

federal buildings (often the post office building), state buildings, court houses, or city halls. Some may be located at installations or service establishments. Prior testing is often required before applications are acceptable.

8. School placement services

Many schools maintain offices that provide information on available employment. Often counselors will have job information.

HOW TO FILL OUT AN APPLICATION BLANK

1. Do not hurry. Take enough time to read each item on the application blank.
2. Notice whether information requested is to be printed or hand written.
3. Notice whether last name is first or last.
4. Usually, unless stated otherwise, all information requested should be in ink.
5. Analyze information required with space available. Careful planning will eliminate erasures and strikeouts. If there is insufficient space, often it is better to place required information on back side of form or on a separate sheet. If this is done, be sure to cross reference, usually by using some item number or the first few words of the question. Example: on application - see Item 6 on back/or separate sheet, on back (or separate sheet) - Item 6.
6. Answer all questions if possible. On questions that are not applicable or impossible to answer questions, draw a horizontal line in the space provided. This indicates that the applicant has read the question.
7. Carry out all directions on the form. Ability to carry out directions is a determination in employing. Ask if the directions are not clear.
8. Be neat. Avoid ink smudges. Do not wrinkle application blank.
9. Be prepared. Bring two copies of the resume or data sheet. One copy is for the interviewer if he desires a copy and one copy to be used for reference when filling out the applicant blank.

QUESTIONS YOU MAY BE ASKED

The following are some of the questions frequently asked by 92 companies:

1. Are you looking for a permanent or a temporary job?
2. In what type of position are you most interested?
3. What do you know about our company?
4. Why do you think you might like to work for our company?
5. Why do you think you would like this particular job?
6. What qualifications do you have that make you feel that you will be successful in your field?
7. What are your ideas on salary?
8. In what school activities have you participated? Why? Which did you enjoy the most?
9. What extra-curricular offices have you held?
10. How do you spend your spare time? What are your hobbies?
11. What courses in school did you like best? Least? Why?
12. How did you spend your vacation while in school?
13. What jobs have you held? How were they obtained and why did you leave?
14. What are your future vocational plans?
15. How much money do you hope to earn at age thirty? Thirty-five?

HOW TO ACT DURING YOUR INTERVIEW

Introduce yourself, telling briefly who you are and for what job you are applying. Don't call yourself "Mr." or "Miss."

After introductions are made, let the interviewer take the lead in conversation. He knows what information he wants.

If the interviewer has not already seen your personal folder, present it to him when he asks for detailed facts.

The interviewer will ask you a number of questions. Answer them directly and truthfully. Use good English and avoid slang. Don't interrupt. Look at your interviewer while he questions you.

The interviewer will give you a chance to ask questions. Here's your opportunity to learn more about the nature and requirements of the job and its promotion possibilities. If you are offered the position, you have the right to ask questions regarding the hours of work and the pay, along with any other facts you want to know. But don't ask about salary, working hours, or vacation policy immediately. If the interviewer thinks you are more interested in those aspects of the job than in the actual duties, he will not be eager to put you on the payroll.

Be your most agreeable self during the interview. Getting along well with others is a part of every job. Be as posed as possible. Do not yawn or slouch in your chair. Do not assume an ungraceful or careless posture. Do not play with your tie, rings, or pencils. Remember that the letters and papers on the interviewer's desk are his personal property. Don't try to read them. Leave your gum and cigarettes in your pocket.

At the close of an interview, thank the interviewer for the opportunity of talking to him. Refer again to your personal folder, and leave it with him. As you leave, it's a good idea to ask, "May I call you in a few days?"

SUPPLEMENT TO
UNIT: JOB INTERVIEW

The transparency masters attached, herewith, have been developed for utilization with learnings as indicated below.

Transparency Master Number	Subject	Learning
1	"Securing The Right Job --"	1 par. g
2	"A Selling Campaign --"	1 par. g
3	"You Must Be Willing --"	1 summary
4	"Mediocrity Breeds --"	1 par. c
5	"You Have Something --"	2 par. d
6	"Important Traits --"	3 par. e
7	"First Impressions --"	4 par. a
8	"Questions One Should --"	5 par. a

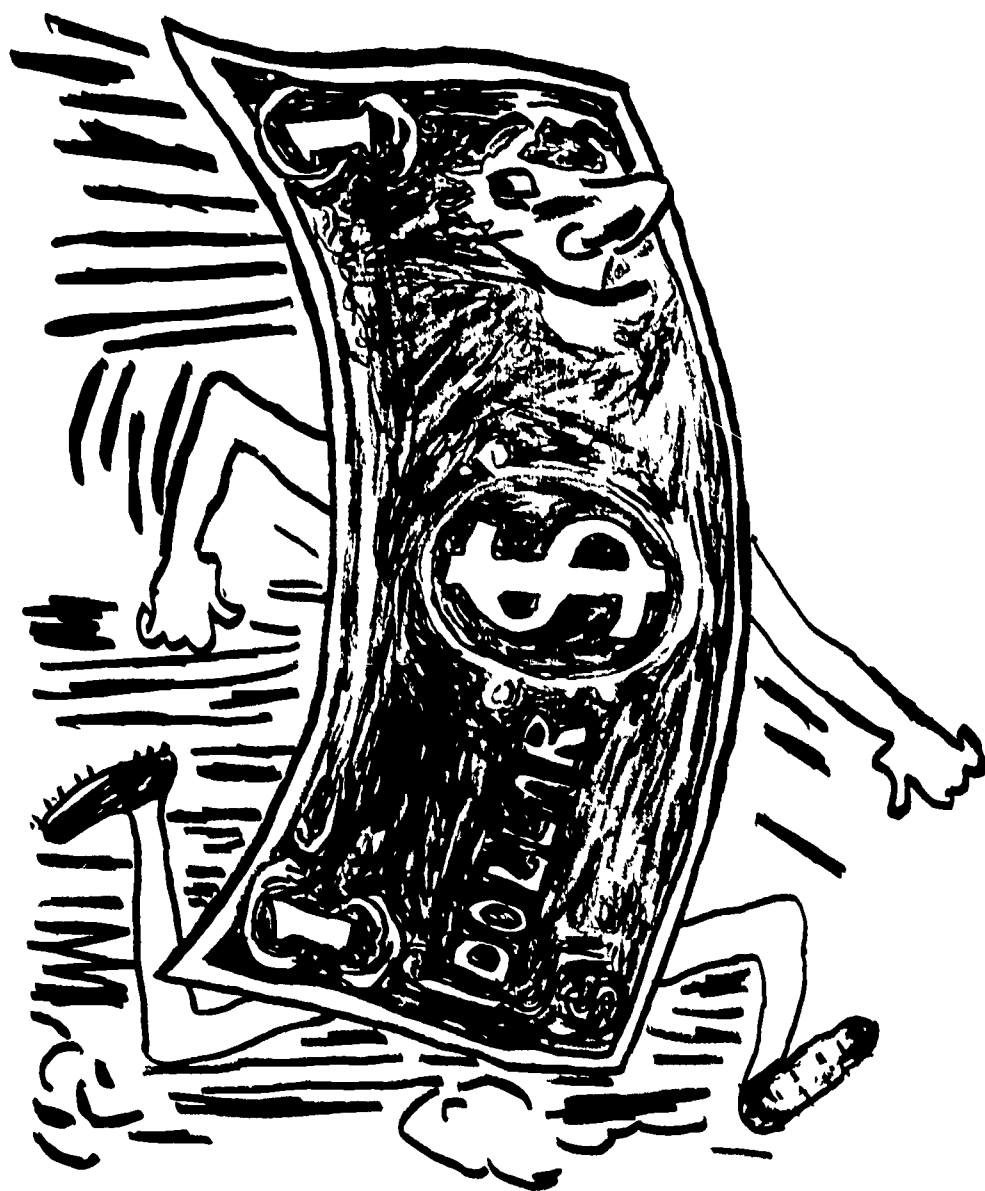
Prepared by Gilbert E. Chancey
Specialist, Distributive Education

Instructional Materials Laboratory
Division of Vocational Education
College of Education
University of Kentucky

November, 1966

SECURING THE RIGHT JOB COULD BE THE
MOST IMPORTANT EVENT IN A
YOUNG PERSON'S LIFE.

First employment often determines the entire future course of a person's life.



A SELLING CAMPAIGN IS REQUIRED
TO SECURE EMPLOYMENT.



BUT
NOT THIS
WAY!

DE 64 TM #2

YOU MUST BE
WILLING TO
WORK AND
LEARN.



MEDIOCRITY BREEDS -----

----- JOB DISSATISFACTION

Enthusiasm for one's work can be
better developed if one take's
pride in his
accomplishments.



YOU HAVE SOMETHING TO SELL - -
YOURSELF AND THE SERVICE YOU
CAN PROVIDE.

Selling one's self for a job that will
be interesting and challenging is the
most important selling that a person
will do.

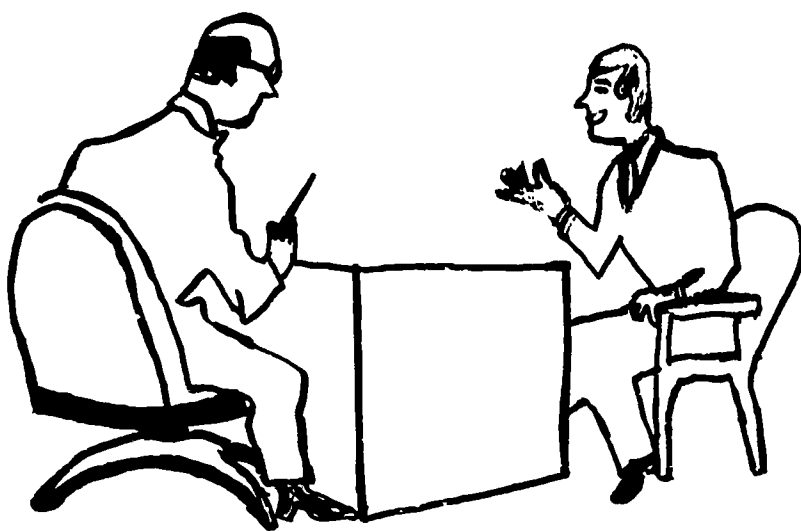


IMPORTANT TRAITS FOR LOCATING EMPLOYMENT:

1. Foresight
2. Thoroughness
3. Self-judgment



FIRST IMPRESSIONS ARE
OFTEN LASTING IMPRESSIONS



DE 64 - TM #7

QUESTIONS ONE SHOULD CONSIDER
BEFORE APPLYING FOR EMPLOYMENT:

1. Is my voice favorable?
2. Do I use correct English?
3. Is my posture good?
4. Do I use foresight and
plan ahead?
5. Am I thorough in my work?
6. Do I use sound judgment?
7. Am I self sensitive?
8. Am I emotional?
9. Am I nervous when I meet
important people?
10. Do I become tense when placed
in a strange position?
11. Do I lack tact?
12. Do I ask intelligent
questions?
13. Do I listen?
14. Do I blush easily?
15. Am I blustering?
16. Do I have nervous gestures
or mannerisms?

**MATERIALS DEVELOPED BY OR AVAILABLE THROUGH THE
INSTRUCTIONAL MATERIALS LABORATORY
DIVISION OF VOCATIONAL EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506**

Availability of Materials

As long as the supply will permit, a maximum of two copies of these materials will be made available to each state. The persons who receive these copies should be professional people who have state responsibilities in teaching materials, teacher education, or supervision. We regret that we are unable to supply materials for vocational teachers in other states. Vocational educators at the state level may, however, if they desire duplicate Kentucky materials for the use of their vocational teachers.